




EASTER SEAL COMMUNICATION INSTITUTE

Incorporating
Blissymbolics Communication International

Annual Report 1988

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Table of Contents

Report of the Executive Director	1
Report of the Educational Service Program	6
Report of the Managing Director.....	17
Report of the Administrative Coordinator.....	23
Report of the Symbol System Coordinator.....	27
General Enquiries	31

Appendix A - Board of Directors and Staff	33
Appendix B - Summary of Responses.....	34
Appendix C - Communication Advisory Committee.....	44
Appendix D - Memo to District Nurses.....	46
Appendix E - Revised Seminar Schedule.....	48
Appendix F - Summary of Training Seminars.....	55
Appendix G - Price List.....	57
Appendix H - BCI International Affiliates.....	59
Appendix I - Responsibilities of Associates.....	62
Appendix J - BCI Training Associates.....	63
Appendix K - International Panel Members.....	66
Appendix L - Blissymbol Monitors.....	67

Report of the Executive Director

In the spring of 1988, as I wrote what I considered to be my last annual report as executive director, I expressed my feelings about ESCI — pride regarding our accomplishments, tempered by concerns relating to the educational problems facing Ontario students who use augmentative communication systems. Now I have the opportunity to comment again on the work of ESCI. Due to the need for additional time to make administrative and structural changes, my retirement was delayed by a year and I am again writing the "last" report for a year in which I served as executive director. This time it is from the vantage point of my temporary position (January - June, 1989) as coordinator of the Educational Service Program. Our sense of achievement has been strengthened as more contracts to provide educational support are requested and as we see the results of our consultation in the schools in which we work. The concerns remain, but they are softened somewhat by hope that the attention beginning to be directed toward the educational needs of teachers and augmentative communicators will result in improved educational programs for students using augmentative communication systems in Ontario. An additional source of gratification, personally, has come through being appointed a Member of the Order of Canada. I feel deeply honoured and appreciative of this recognition of the work I have undertaken through the years. I am encouraged as well by the attention and sense of worth it brings to those who use augmentative communication systems and to the field which serves them.

In my last year as executive director of ESCI, I derived great satisfaction from working with Ian Bain, executive director, The Easter Seal Society, and the Boards of our two organizations, toward ESCI becoming a department of The Easter Seal Society (TESS). Our service program can now benefit from being integrated totally into the service activities of The Society.

As a result of this structural change, our work in support of Blissymbolics has undergone yet another transformation. Blissymbolics Communication International (BCI) has returned to its status as an independent organization with a focus upon the development and application of the system of Blissymbolics and with its own Board of Directors (see Appendix A). Mr. George Wilson has retired as our chairman, after giving BCI and ESCI over thirteen years of exemplary leadership. Much of what we have attained can be attributed to his encouragement, wisdom, commitment and negotiating skills. We were indeed fortunate to have his involvement over such an extended period of time. Lang Moffat has now undertaken the role of chairman, bringing to it his experience as board member and as chair, Marketing Committee. Another member of the Board of Directors to retire, has been Dick Storr. We will greatly miss his contribution, as chairman, System Development and Institute Program Committee. As the Board of Directors is

now able to return its focus exclusively to Blissymbolics, we can direct our energies to the system's development and application, while continuing to work closely with ESCI's service programs within The Easter Seal Society. I look forward to supporting this process as a new member of the BCI Board of Directors. Having Claudia Wood, System Coordinator, back in Toronto following her year-and-a-half in the United Kingdom gives us an excellent opportunity to reinforce Blissymbol programs within the new organizational structure.

In her role as Director of ESCI, effective January 1, 1989, Ann Kennedy is very ably bringing her many years of experience with our organization to the management of all our Ontario-related activities. Now that ESCI is a department of TESS, Mrs. Kennedy has joined The Easter Seal Society senior management team. We can look forward to many opportunities of increased collaboration between ESCI and other TESS services.

Beginning August 15, 1989, Naomi Gibson will join ESCI to strengthen further the educational service program of ESCI as Director, Educational Service Program. Ms. Gibson brings experience as an education officer, Computers in Education Centre, Ontario Ministry of Education; program leader, North York Board of Education; program modification facilitator, North York Board of Education; and classroom teacher for twenty years, ten of which were in Special Education. Bringing Ms. Gibson's expertise to the already established competency and experience of ESCI's consultant staff gives promise for an exciting future for ESCI.

The restructuring of our organization(s) is requiring much time and energy. At the time of writing this report, a Transition Committee, composed of Lang Moffat and Jill Cowie, board members; Joseph Lemire, BCI lawyer; and Katherine Seybold, BCI administrative coordinator, is examining the necessary changes.

To add to the work being undertaken by staff during the transition period, we have changed locations again. On February 18, 1989, The Easter Seal Society, along with ESCI and BCI, relocated to 250 Ferrand Drive.

The division of responsibilities between ESCI and BCI has been summarized as follows:

ESCI

- Training
- Consultation within Educational Service Program
- Instructional Materials Development
- Advocacy/Promotion/Information Dissemination/Community Awareness
- Research and Development relating to innovative service and teaching approaches, literacy and role of graphics in communication and education

- Publishing: *Communicating Together, Communicating in Ontario*
- Distributing publications and materials relating to augmentative communication and various forms of graphics
- Confer computer conferencing
- Tutoring as resources permit

BCI

- System Development
- Maintenance of Blissymbolics System & Training Standards
- Maintenance of international network of Affiliates and Presentors
- Training in Blissymbolics
- Consultation to research and development relating to Blissymbolics
- Support to Blissymbol applications
- Copyright Agreements

Throughout the many changes in the past year, The Easter Seal Society, first with Ian Bain as executive director, and now with his successor, Peter Ely, has provided much appreciated support — both financially and through collaborating on projects and service activities. ESCI's transition to becoming a department of The Easter Seal Society has been a gradual joining with the Easter Seal family and we welcome it.

In 1988, the funding provided by the Henry White Kinnear Foundation made a strong impact upon our operation. Our data bases for the library, mailing lists and service documentation have been very effectively upgraded. Attention to the Blissymbolics system data base and to the incorporation of Blissymbols into our desk top publishing capabilities remains to be completed. We have greatly appreciated the work of Designing Aids for Disabled Adults (DADA) toward our improved utilization of computer technology within our office and their assistance in computer-related projects to which BCI provides consultation.

One such project is BlissTel, being undertaken by IDON Corporation, through a contract with Supply and Services Canada, funded by the Department of Communications, Government of Canada. Development of the "Bliss engine" is proceeding, and planning is currently underway for the 1989 field trial. BlissTel provides the capability for telephone communication between Blissymbol users, both directly and through use of an electronic mail system. Thanks to the innovative work of Dr. Peter Reich, University of Toronto, a Blissymbol font for the Macintosh computer will be applied within the BlissTel project. This font will also have valuable application for using Blissymbols within other Macintosh programs.

The Blissbook project for the ICON computer supported through Computers in Education, Ontario Ministry of Education, has been upgraded by DADA and the teaching manual is now completed. It serves as an excellent example of the software possibilities for Blissymbols within literacy programs.

Work continues on the graphic information database, coordinated by Barbara Reid, with data entry being undertaken by Barbara Turner. The graphics database now contains information on 10 different symbol sets or systems (e.g. Blissymbolics, Picture Communication Symbols, Sigsymbols). Descriptive information about each symbol from each set has been entered into the computer. In the past year, we increased the number of symbol entries to over 12,000, and added two new descriptive fields to all of the entries. We can now search the database in several ways. For example, we can look up the word 'paper', and find out which systems depict that word in symbols. In future, additional fields will be added which will provide further information regarding symbol features.

A highlight of 1988, for me, has been the opportunity of serving as director of the basic level elective on Alternative and Augmentative Communication, held by York University, July 4 to 15, 1988, at the ESCI Resource Centre. The learning accomplished by the nineteen teachers, teaching assistants and one speech pathologist from India who participated, was very gratifying. I am including in this report, their comments following the course, as examples of the attitudes and knowledge that all teachers who work with augmentative communicators need. (See Appendix B)

Our two Affiliate meetings were other important events: the European meeting, held in Milan, Italy, hosted by Aurelia Rivarola; and the North American meeting, held in Evanston, Illinois, hosted by Margaret Aylesworth, North Western University. The discussion and learning that is possible when professionals knowledgeable in Blissymbolics are able to spend three days meeting together is extremely valuable and reinforcing for us all.

Presentations throughout the year by our four presentors who are experienced augmentative communicators has added a very special dimension to our organization. The types of presentations they have undertaken are described in the Educational Service Report, page 9.

My personal professional activities have included: attending two executive committee meetings of the International Society of Augmentative and Alternative Communication (ISAAC) and performing the duties of past president, relating to the nomination and election of board members, developing a slate of officers for the 1989-90 executive committee and representing ISAAC in negotiations pertaining to new chapters; continuing to serve on the peer review team of the Assistive Devices Program, Ministry of Health; giving one and two day presentations regarding augmentative communication and the role of graphics in Edinboro, Penn.; Pittsburg, Penn.; Strasburg, Penn.; Columbus, Ohio; Cincinnati, Ohio; Montreal and Toronto; presenting for the Scarborough Board of Education re Blissymbols and Technology and giving a poster session on the same topic at the conference of RESNA, the Association for the Advancement of Rehabilitation Technology; giving a Short Course and participating in three presentations at the October, 1988,

Anaheim conference of the International Society for Augmentative and Alternative Communication (ISAAC); giving three Blissymbol Workshops (July, August and December, 1988). A personal project that is giving me much satisfaction has involved working with Annalu Waller and Lee Mehrlich in the development of a Blissymbolics Component Strategy program, providing Words Strategy capabilities through Blissymbolics for the Touch Talker. This project is being undertaken for Semantic Compaction Systems and the Prentke-Romich Company to offer the option to Blissymbol users of utilizing Blissymbols both on their communication boards and on their Touch Talkers with Words Strategy.

In this truly last report, I thank again, all the staff members, consultants and volunteers who have contributed their time and talents to ESCI and BCI. A special message of appreciation must be extended to our volunteers - Mary McMahon, Barbara Turner, Ian Turner and Ken Sharpless, and above all to my husband, Bob, without whom my work for ESCI and BCI would be reduced dramatically. His constant support and encouragement is greatly treasured. As well, I give special thanks to Dorothy Dent, my secretary. The many activities in which I have been involved could not have been undertaken without her strong and capable support. Finally, my thanks to the members of the ESCI - now to become again, BCI - Board of Directors, for seeing us through our many transitions.

The year ahead looks extremely positive. With the enthusiastic welcome being given ESCI as it joins TESS; with Lang Moffat serving as Chairman, BCI Board of Directors; with the strong administrative contributions to be made by Ann Kennedy and Naomi Gibson to ESCI and the service contributions to be provided by ESCI consultants; with the dedication and experience being brought by Katherine Seybold and Claudia Wood to BCI; and with the continuing support of our staff and volunteers, we can anticipate a strengthening and increasing of our services to persons who use augmentative communication systems in Ontario and, through Blissymbolics, internationally. I look forward to observing the accomplishments of both ESCI and BCI and to participating whenever my experience can be of value.

Respectfully submitted, March, 1989

Shirley McNaughton

Report of the Educational Service Program

This report covers the period from January, 1988 to March, 1989 and will review some of the information contained in the 1987 (to March, 1988) Annual Report.

Service Delivery Model and Assessment Process

The premises and philosophy underlying the Educational Service Program remain as in previous years:

The role of the Educational Service Program is to assist the school boards of Ontario in providing support to educators, parents, and others involved in the educational process for nonspeaking students. Efforts are directed toward complementing the work of Ontario clinics providing augmentative communication services and authorized by the Assistive Devices Branch, Ontario Ministry of Health, to ensure a complete support network to meet communication and educational needs.

ESCI's educational service to a school board is offered through a variety of environment based formats. It can best be described as a collaboration/consultation model of service delivery. Providing a multidisciplinary team, we coordinate informal and formal assessment techniques to determine the nonspeaking student's educational and communication needs. The assessment procedure is usually accompanied by an inservice presentation for school board personnel to facilitate understanding of the nonspeaking student's educational program.

Educational Service Program staff can further contribute by providing ongoing support to the evaluation of the student's progress and to program implementation. The support provided is flexible, to respond to the needs of a particular school board. In some instances, it is direct training; in other cases it is provision of information to assist resource personnel to stay abreast of current information in the field of augmentative communication.

a) ESCI's service delivery model is based on the following premises:

1. The range of levels of support service available to nonspeaking students within Ontario school boards varies greatly: The service to be provided by ESCI must be flexible in format, level and degree.

2. To relate effectively to the needs of disabled students, we must work in close collaboration with disabled adults who have successfully developed communication competence: ESCI has as staff members adults who are augmentative communicators.

3. To understand the problems of teachers and educational resource staff, we need to have knowledge and competence educationally, in addition to knowledge and skills relating to augmentative communication: ESCI has within its service staff, professionals with educational experience and training who bring experience and knowledge regarding augmentative communication. In addition, ESCI draws upon the expertise of other disciplines as needed.

4. To relate to educational needs, the augmentative communication specialist must have an extensive knowledge regarding the graphic communication component, applying it to the student's full communication, literacy and academic program: ESCI focuses heavily upon Blissymbolics and other symbol sets and systems, relating the graphic component to the student's total communication system and learning program, including his/her use of technology.

5. To offer support as an augmentative communication specialist, one must have knowledge of the full range of augmentative communication systems and be informed regarding the research and service delivery activities of the field: ESCI consultants participate in conferences, read the literature and continuously update themselves regarding the full field of augmentative communication.

6. The development of communication competency occurs over time and in parallel with cognitive, social, academic, emotional development: ESCI's perspective is wholistic and relates to both short and long term goals.

b) Assessment Process:

The assessment process for ESCI consultants has two focuses — the student and the teacher. When attention is directed primarily to the teacher and the educational program, the process is called an educational review. When the student is the primary focus, the process is either an educational or communication assessment.

Both assessments are based on the following premises:

1. Assessment is a process that takes place over time — applying formal and informal techniques, within naturally occurring (naturalistic) and elicited (contrived) contexts, and within the significant living environments of the student.

2. Those who can make a contribution to the assessment process include ESCI specialists, those working daily with the student within the educational program, those responsible for services supportive to the student's educational program, and those with whom the student lives (family and/or residential counsellors).

3. Student assessment is but one component within a broader intervention process and must be integrated with the other components.

4. Assessment as a process is most effective when it is included in a system of intervention that is composed of an initial assessment, the setting of short and long term objectives, planning and implementation of an intervention program, provision for ongoing student assessment, evaluation of the program's effectiveness, and program modification.

5. Critical to an effective assessment process are the clear understanding of objectives and effective observational and recording skills on the part of all those involved in the intervention process (student assessment, program implementation, program evaluation, student re-assessment).

6. Assessment needs to be viewed from two perspectives:

- (a) The intensive assessment procedure, undertaken by specialists at critical decision-making points in a student's development;
- (b) The ongoing assessment process undertaken by all those involved in the student's communication development.

The role of the educator and the responsibility of the educational system toward augmentative communication must be given attention as it relates to the total intervention process. In the ESCI assessment process, we attempt to highlight the contribution to be made by educators because of: their focus upon the student's learning capabilities rather than upon his/her disability; their regular daily involvement with those students who use augmentative communication; their responsibility for the student's learning program, ongoing from age five (or earlier) to twenty-one (or later); their special relationship with the student's family or caregivers; and last, but by no means least, the critical role of the student's augmentative communication system within the total learning program.

During the past year, the focus of the Educational Service Program has been broadened to include consultation and training for instructors and parents relating to preschool children who are at risk regarding the development of speech. As well, the Educational Service Program has extended to work with school boards directing attention toward the communication needs of students functioning at lower cognitive levels.

Adults who are living in residential settings or who have experienced strokes have great difficulty obtaining services. Because of ESCI's focus upon educational support, we are able only to refer requests for assistance to a few other agencies.

Staff of the Educational Service Program

The number of staff members was reduced through attrition in June, 1988. Both Deb Ladd and Katy Mann returned to classroom teaching, and at that time it was decided not to replace them, immediately. The decision was based on the number of contracts for which ESCI was responsible at that time. Since June the number of contracts has increased and consideration is being given to expanding the consultant staff in 1989.

Staff Members in 1988 included:

Shirley McNaughton	Executive Director/ Consultant
Nancy McCartney	Educational Augmentative Communication Specialist/ Consultant
Deb Ladd	Educational Augmentative Communication Specialist/ Consultant
Katy Mann	Educational Augmentative Communication Specialist/ Consultant
Barbara Reid	Educational Augmentative Communication Specialist/ Consultant
Sherri Parkins	ESCI Instructor
John Dowling	Presentor
Karl Harrington	Presentor
Susan Odell	Presentor
Ann Running	Presentor

Consultants to ESCI:

Keila Waksvik	Occupational Therapist
Stephanie Hayes	Speech-Language Pathologist

The work of the augmentative communication specialists is divided between professional development; providing orientations, inservices, and training seminars; providing consultation and assessments; assisting visitors in the Resource Centre; contributing to *Communicating Together*, and administrative duties supportive to their consultative role. Each undertakes special projects relating to her specific area of interest within augmentative communication.

The involvement of consultants to ESCI, Keila Waksvik, occupational therapist, and Stephanie Hayes, speech-language pathologist, was included in one school contract upon the request of the school board.

The service program is strengthened by the presentations given by Karl Harrington, Susan Odell, John Dowling and Ann Running. These four adults, experienced in augmentative communication, have presented to school classes, service clubs, community and parent groups - both within school board contracts and through direct arrangements with schools and agencies. The expenses are covered by the inviting agency whenever possible. In some special instances, funding provided by donations covers the costs.

The presentations made include:

Feb. 27, '88	York University	John Dowling
Apr. 13	Halton Roman Catholic Separate School Board	John Dowling/ Ann Running Karl Harrington
May 19	Variety Village	Karl Harrington/Ann Running/ John Dowling
May 25	Bloorview Children's Hospital	Ann Running/John Dowling Deb Ladd
June '88	Pennsylvania	Karl Harrington
Sept. 23	E.S.S. Woodeden Camp	John Dowling/Sue Odell
Sept. 28-29	Ohio	Karl Harrington
Oct. 12	York University	John Dowling/Ann Running
Jan. 19, '89	Scarborough Board Computers in Education	Karl Harrington
Feb. 27-28	North Bay/Sudbury	Sue Odell/John Dowling
Mar. 29	Ministry of Skills Development	Karl Harrington

Advisory Committee

Throughout 1988, ESCI benefited from the knowledge and recommendations of the Educational Service Advisory Committee. The committee met monthly and was instrumental in developing ideas for the promotion of the Educational Service Program. Committee members included:

Dr. Burt Borthwick	Principal, Hugh MacMillan Centre School
Mr. Joe Cashen	Director of Services, Easter Seal Society
Miss Barbara Chick	Director of Nursing Services, Easter Seal Society
Mrs. Jill Cowie	Board of Directors, Easter Seal Society
Mr. John Fauteux	President, Ontario Teachers' Federation
Ms. Diane Hopkins	Supervisor, Community Services, Easter Seal Society
Dr. Peter Lindsay	Chairman (1988), Faculty of Special Education Ontario Institute for Studies in Education
Dr. Daniel Ling	Dean, Faculty of Applied and Health Science University of Western Ontario
Mrs. Marion McLeod	Chairman, Ministry of Education, Advisory Council on Special Education
Mrs. Gwen Mann	Special Education Administrator, York Region Board of Education
Ms. Sylvia McPhee	Education Officer, Special Education and Provincial Schools Branch, Ministry of Education
Mr. W. Dennis Nolan	Superintendent of Education, Halton Roman Catholic Separate School Board
Ms. Cindy Nowina (ex officio)	Community Liaison Officer, Assistive Devices Program, Ministry of Health
Ms. Margaret Pollard	Ontario Association for Community Living
Dr. Richard Storr	Board of Directors, Easter Seal Communication Institute
Ms. Philomena Frisina	Lawyer with Strathy, Archibald & Seagram

Due to the change in the organization's structure (see report of Executive Director), the last meeting of the Advisory Committee was held on October 13, 1988. The interest in and contribution of its members to the work of ESCI, is greatly appreciated.

Communication Advisory Committee

With ESCI becoming a department of The Easter Seal Society in January, 1989, a Communication Advisory Committee was established to function within the organizational structure of TESS. The terms of reference and mandate of the committee are presented in Appendix C.

Dr. Peter Lindsay, associate professor, Department of Special Education, Ontario Institute for Studies in Education, agreed to chair the committee. Its current members are Mr. George Wilson, former chairman, Board of Directors, ESCI, and Dr. Ann Wilson, chairperson, Department of Special Education, OISE.

Service Contracts

During the period January, 1988 to March, 1989, the following contracts were undertaken:

Halton Roman Catholic Separate School Board

Contract for 23 days (1988) including education and communication assessments for three students; consultation, training courses and inservicing for teachers and parents; program recommendations for three classes; community and school presentations by ESCI presentors who are experienced augmentative communicators; visits to Resource Centre by teachers and families. This contract has been renewed for 26 days for 1989.

Hastings County Board of Education

Contract for 8 days (1988-89), including consultation upon ESS district nurse referral; educational assessment; inservicing for parent and teaching staff; programming recommendations.

Simcoe County Roman Catholic Separate School Board

Contract for 8 days (1988-89), including consultation upon ESS district nurse referral; educational assessment; inservicing for board staff; program recommendations.

Halton Public School Board

Contract for 5 days (1989) relating to educational needs of one student.

In addition to the above contracts, school visits were made in response to requests from Easter Seal Society district nurses to the school boards of Ottawa; Hastings County (Belleville); Prince Edward County (Picton); Peterborough, Victoria, Northumberland, Newcastle Roman Catholic School Board; Simcoe County; and to the Sudbury Children's Treatment Centre School, the Durham Region Resource Teacher Program and to Mississauga Community Living.

Beginning in January, 1989, the length of time offered for ESCI consultations upon the request of a district nurse, was increased from one to four days. This change was made to better support the needs of students and teachers. It was found that one-day visits only served to alert those concerned with the problems, but did little toward arriving at workable programs. The letter sent to district nurses announcing this change appears in Appendix D.

In February, 1989, a contract was undertaken with the Hugh MacMillan Centre School to provide consultation for a pilot project Special Education Technology, supportive to clients of the Augmentative Communication Service, HMMC. This contract extends from February to June, 1989, and through it, ESCI provides two days consultation per week.

Presentations

ECOO Conference, OISE - April, 1988

- Computers and the Developmentally Disabled - Nancy McCartney-Hamilton and Barbara Reid.
- Computers and the Physically Handicapped - Deb Ladd.

Northwestern University - Evanston, Illinois, April, 1988

- Literacy for Augmentative Communicators - Katy Mann.

RESNA Conference, Montreal, June, 1988

- Blissymbolics and Technology, poster session - Deb Ladd and Shirley McNaughton.

ISAAC Biennial Conference, Anaheim, California, October, 1988

- Evaluation of Voice Output Devices using Blissymbols - Nancy McCartney-Hamilton, Susan Odell and Shirley McNaughton.
- Selecting Graphics for Communication Aids, Short Course - Shirley McNaughton.
- Learning from Those Who Know - Shirley McNaughton, Gwen Mann, Kari Harrington, Ruth Harrington.
- Speaking for Our Selves - John Dowling, Kari Harrington, Susan Odell, Ann Running

Ontario Ministry of Education

- Presentation to Regional Supervising Officers, Branch of Special Education and Provincial Schools - Kari Harrington and Shirley McNaughton.

Interministerial Committee Presentation

- Bringing an educational perspective to the Guidelines to Speech and Language Services - Shirley McNaughton.

Monthly Orientations in the Resource Centre

During 1988, twelve orientation sessions to the ESCI Educational Service Program, and to graphic systems and sets were held.

Communicating Together

The Educational Service Program consultants contributed articles and assisted the editor, Ann Kennedy, in making arrangements with writers for articles. This role is being extended in 1989 with full responsibility for the content of the magazine being undertaken by the consultants.

Reference Library

The reference library contains 1150 books, approximately 1600 articles, and subscriptions to 25 journals. It was supervised by Nancy McCartney throughout 1988 and in February 1989 was transferred to Barbara Reid, assisted by Dorothy Dent and Mary McMahon. The central focus of the collection is augmentative communication, but there is some material on related topics such as current educational practice and specific disabilities. Reference information and descriptive "keywords" for each item are stored in the new Library Database. We can search this database for specific books or articles, or for a complete list of our holdings on a particular topic (e.g., sign language) or related group of topics (e.g., sign language used by pre-school children).

Service Data Base

The Educational Service Program collects a large amount of information and to work efficiently, needs rapid access to this information. Last year, consultants from DADA designed a database, using DBASE III software, to help us manage this information. The Service Database includes: sections for client descriptions, contract details, a professional register, and descriptions of training courses allowing us to compile several types of reports and lists.

Communicating in Ontario

Communicating in Ontario continues to be published four times a year. Articles are directed toward teachers of students who use augmentative

communication. The content remains focused on technology, books and videos relevant to the field, upcoming events, workshops and conferences, general information on augmentative communication, and ESCI news that is pertinent to educators.

A major change in *Communicating in Ontario* distribution has occurred during the past year. *Communicating in Ontario* is now included in all Ontario issues of *Communicating Together* as a free insert. Separate mailing of the newsletter has been phased out.

Resource Room

We continue to acquire new equipment to assist us in our task of educating individuals about augmentative communication.

We have been fortunate to have had a Blisstalk on loan from Rehabmodul AB, Sweden for the past year. This electronic communication board demonstrates excellent voice quality and uses Blissymbols as the graphic component to access vocabulary.

We also recently added to the Resource Centre, an Epson Eval Pac with Real Voice. This voice output communication device is quite versatile, with access available through keyboard, light pen, or switch. Various graphic systems can be utilized depending on an individual's functioning levels or preference.

Our third acquisition of technology this year is a Light Talker with Minspeak from Prentke Romich. This voice output device is operated either through a light pen or switch and can be programmed using the Minspeak icons or the symbol system that the individual uses on his/her communication board.

As a result of the Blissbook project, we are able to display an ICON computer and Dectalk voice synthesizer. Other materials in the resource room include computer programs for use on the Apple IIE, complete with necessary adaptations. In addition, there are various practical displays relating to graphics, communication boards, toys, and teaching materials.

Summary

The growth in contracts during the 1988-89 school year has been very satisfying, yet it has placed extensive demands upon the consultants. With the major portion of their time being committed away from the office, administration and communication have become ESCI's greatest challenges and will need to be addressed in 1989. The effectiveness of a collaboration/consultation model of service delivery is being demonstrated in every school

board contract, with particular value being shown in those of over four days, in which ongoing consultation can be made available throughout the school year.

We look forward to continuing to provide the option of our collaboration/consultation service. It provides a viable alternative within the range of models for providing educational support to Ontario students who use augmentative communication. Through our environment based model, we have many opportunities to work and learn together with professionals involved in other service delivery models and to make a valuable contribution to the education of augmentative communicators.

Respectfully submitted, March, 1989

Shirley McNaughton

Report of the Managing Director

In the course of 1988, there were many shifts in responsibilities of staff, as efforts were made to respond to: the resignation of three full time staff members, the maternity leave of one part-time consultant, and the desire of the executive director to lessen her work load in anticipation of a full retirement in 1989. As a result, the position of managing director was created, effective July 1, 1988.

At that time, the managing director assumed responsibility for the financial administration of ESCI including the preparation of a budget for 1989, directing the activities of product distribution and promotion, as well as continuing with ongoing responsibilities of editor of *Communicating Together*, and co-ordinator of Training and Special projects.

The managing director also participated throughout the summer and fall in planning the future direction of ESCI and negotiating with The Easter Seal Society re ESCI's incorporation as a division of TESS. More details on this planning appears in the report of the executive director.

Report on Training

Nineteen seminars were offered in 1988 in the Resource Room at ESCI. The seminars, of one, two or three days in length, covered a variety of subjects relating to augmentative communication, most focussing on educational support to an augmentative communicator in a classroom setting. (See Appendix E) A total of 191 participants attended.

Some of the seminars were large, with over 20 registrants, and were structured on a lecture format. Others had smaller enrollment, allowing presenters the opportunity to address specific needs of seminar participants. Two evening courses of six weeks each were offered this year. This format proved to be very successful, and will be repeated again in 1989.

Another new venture in 1988 was hosting a two week summer course "Alternative and Augmentative Communication" for York University. This course was offered as a basic level half-credit course within the Special Education Additional Qualifications program. Nineteen students, mostly teachers, attended the course which was directed by Shirley McNaughton. Classess were held each morning, with time available in the afternoon for study in the resource room, work on assignments, and interviews with the course director. The course will be repeated again in 1989.

Seminars were presented outside ESCI on request, on topics already on the Seminar Schedule.

- March 1988 in Woodstock, Ontario "Augmentative Communication for the Developmentally Delayed" one day seminar.
- September-December 1988 at Mississauga Community Living "Programming for Augmentative Communicators" six sessions
- December 1988 at Georgian College, Orillia "Blissymbolics Elementary Workshop" three days.

For a summary of workshops given and numbers of participants, see Appendix F.

In addition to the above sessions, two, 2-hour Orientation sessions were held in the Resource Room on a regular basis throughout the year. One session focussed on the Educational Service Program and augmentative communication in general terms. The other session provided an orientation to graphic systems.

The Seminar Schedule was curtailed for the first part of 1989 due to the office move and time needed to settle into a new Resource Room.

Report on Special Projects

Teaching and Using Blissymbolics by Eugene MacDonald. This text, first published in 1980, was reprinted in 1982. In 1988 revisions were made to text to update information on technology and the BCI structure and purpose. The revised edition was published in January 1989 in a coil-bound form.

L.A.B.

The Language Arts and Blissymbolics program, written by Gloria Sorkin and Jacqueline Zaretsky, is being produced by EBSCO Curriculum, ESCI's distributor in Alabama, USA. Because the symbols were typeset by Beacon Herald in Stratford, Ontario, ESCI has been involved in expediting, problem solving and proofreading. This project is now in its final stages and should be published by mid 1989. ESCI will distribute the L.A.B. program in Canada.

North York Library Project

North York Library is planning to have Blissymbol displays available for use by nonspeaking visitors to the library, and to display signage in Blissymbols around the library. The project proved to be more complex than anticipated because of the extensive vocabulary requested. Much time was spent developing combined symbols to represent the more than a hundred words required. Final typesetting has now been finished.

Moving to New Space

Effective February 18, 1989, ESCI, along with The Easter Seal Society moved to its new location at 250 Ferrand Drive. Much time was spent in the fall in attending meetings and planning the new space. It is hoped that further moves will not be necessary for many years to come.

Report on *Communicating Together*

Communicating Together has now completed six years of publication or twenty-five issues. As with all small magazines, high production and distribution costs, over which the publisher has little control, continue to be an ongoing problem. This is coupled with the reality that subscription rates must be kept low to make the magazine accessible to as wide an audience as possible. There is a continual struggle to find a balance between these two forces. It was with reluctance that subscription rates for 1989 were increased. This is the first increase in the six years of production.

Circulation for 1988 has increased significantly over 1987 and is up by 14%. Some of the increase is attributable to being an affiliated publication of ISAAC. Fifty percent of *Communicating Together* subscribers are ISAAC members. Overall, demographics of the subscribers remains similar to previous years, with 48% of subscribers living in Canada, of which 73% are in Ontario. 40% live in the United States, and 12% are outside North America.

Work was completed in 1988 on a new software program to handle the *Communication Together* subscription list. This software, designed by DADA, was part of their contract to supply technology and software support for ESCI projects, and was made possible through a grant from the Kinnear Foundation. The main feature of the new program is that it prints the mailing labels in Canadian Postal Code order. This enables more efficient packaging and sorting of the magazine for the post office. More information regarding each subscriber is available in the new program, making statistics re circulation easier to obtain.

Experiments have been made in preparing magazine text on the MacIntosh computer and Laserwriter printer and using this output as artwork for magazine printing. As our desktop publishing techniques are perfected, it is hoped that up to 80% of the magazine copy can be prepared in-house, eliminating the need for typesetting. This will result in savings in the cost of production, though it must be weighed against the cost of increased staff time needed for such preparation.

Communicating in Ontario began in 1987 as a four-page newsletter to educators in Ontario. The first four issues were distributed free. However, the high cost of postage made this impractical. In September 1988, *Communicating in Ontario* became an insert in *Communicating Together*, allowing it to take

advantage of the magazine's second class mailing rate. A special introductory rate to the magazine was offered to all who had formerly received the free newsletter. All Ontario subscribers to *Communicating Together* now receive *Communicating in Ontario* as an extra bonus. *Communicating in Ontario* focuses on news and information particularly relevant to teachers and educators in Ontario, and keeps them informed of the various activities and services of ESCI's Educational Service program.

The task of finding new and interesting material for *Communicating Together* is a continuing challenge for the editor. To spread this responsibility, help was enlisted from the ESCI consultants, who are working in the field and have contact with clients and teachers in the classroom. The consultants are now involved in planning each issue and take responsibility for writing or finding material for different sections. This help has been much appreciated by the editor over the year, and she is hoping for the system to continue in the new year. The editor, however, also continues to search for material and writers, and does much letter writing in this end.

As a cost saving measure in 1987, services of a professional editor were dispensed with. Since that time, the editing has been done in-house. The editor would like to thank Shirley McNaughton and Barbara Reid for the many hours of assistance they gave to the editing task.

Report on Marketing

During the latter part of 1987, and throughout the first half of 1988, new marketing initiatives were implemented providing positive results.

Mary Lou Davies, Information and Promotion Coordinator with guidance from board member and chairman of the Marketing Committee, Lang Moffat, reviewed all past marketing procedures including materials in inventory, pricing, and promotion. Initiatives implemented as a result of this study include:

1. A new catalogue produced in late 1987 continued to be distributed and used for promotions at conferences, and for mailing to new names on the mailing list.
2. Following an extensive review of pricing practices, a price increase was implemented effective July 1st (See Appendix G).
3. Negotiations were undertaken and agreements signed with several producers of graphic systems and materials relating to augmentative communication. These materials are offered as a service to consumers and professionals in Ontario and in the rest of Canada. Graphic materials now distributed in addition to Blissymbol products include Picsyms, Worldsign, Core Picture Vocabulary, Oakland Schools Picture Dictionary, Picture Communication Symbols (PCS), and Pictures Please.

4. Two new video tapes have been added to inventory, "I Can't See What You're Saying" produced by Assistive Devices Center, Sacramento, California and "Getting to Know Each Other", produced by the Board of Education for the City of Hamilton.

Recently, agreement has been reached to distribute the new publication of the American Speech/Language/Hearing Association entitled: "Augmentative Communication" Implementation Strategies.

Computerization of Marketing Reports

Work was ongoing throughout 1988 to make the information re products and sales which was input to the ESS computer, accessible into the kinds of reports needed for marketing analysis. Limited report are now obtainable but it appears the system is unlikely to generate the kinds of reports initially expected.

Tariffs on Imported Products

New customs tariffs regulations were implemented on January 1, 1988 under the Harmonized Classification System. This has necessitated having all products imported by ESCI reclassified. At the time of writing, this has not been completed because of the excessive time requirements of staff to pursue the tax exemptions. It is very difficult for small organizations, with limited resources, inexperienced in government beaurocracy, to work through such procedures sucessfully.

Promotion

Promotion activities for the year included exhibiting at the following conferences:

- | | |
|----------------------|---|
| April 15 | Symposium for Teachers of Students with Physical Disabilities, Bloorview School, Willowdale, Ontario |
| May 4-6 | Exemplary Practice in Special Education, OISE, Toronto, Ontario |
| April 27-29 | Educational Computing Organization of Ontario (ECOO), 9th Annual Conference, OISE, Toronto, Ontario |
| June 25-30 | International Conference of the Association for the Advancement of Rehabilitation Technology (ICAART), Palais De Congress, Montreal, Quebec |
| October 22-25 | International Society for Augmentative and Alternative Communication (ISAAC), Anaheim, California |

Blissymbols were featured in the 1988 Easter Seal telethon, in the form of an interview with Kari Harrington by CBC reporter, Valerie Pringle.

Many community awareness presentations were undertaken throughout the year by consumer/presentors Kari Harrington, John Dowling, Sue Odell, and Ann Running. These are outlined completely in the Report of the Educational Service Program Coordinator (see page 10).

Summary and Projections

It was with regret that the resignation of Mary Lou Davies was accepted at the end of June. The positive results of product distribution this year can be attributed to the thorough groundwork undertaken by her in the past year in all areas of marketing. This work continued to show results through to the end of 1988. Unfortunately her role was not replaced due to budget limitations. Promotion activities will be reduced in 1989 because of reduced staff. Hopefully, marketing and promotion of augmentative communication materials can be carried on successfully in 1989 in spite of limited resources.

Throughout 1988 there have been many changes in my responsibilities as the role moved from that of Coordinator of Training and Special Projects to that of Director of Easter Seal Communication Institute. The new responsibilities have been stimulating but challenging. The opportunity of serving on the senior management team of the Easter Seal Society has been particularly interesting and I look forward to 1989 as ESCI becomes more integrated in the activities of TESS. The relationship between ESCI and BCI, wherein ESCI will provide administration and financial support to BCI, will evolve as the year progresses.

I particularly want to thank Cindy Stall, my secretary and administrative assistant for her support and patience as I learned the duties of my new role. It is with great personal regret that I see her leave us for a new position, but wish her well with her new career.

Respectfully submitted , March, 1989

Ann Kennedy

Report of the Administrative Coordinator

Affiliates

Formal affiliation with the Blissymbolics Communication International gives recognition to those centres and/or individuals who have a strong interest in Blissymbolics and their application to nonspeaking people.

International

In 1988, we had formal agreements with 26 International Affiliates (see Appendix H).

The 1988 European Blissymbol Affiliate Meeting was held in Milan, Italy, March 25-27, 1988 hosted by Dr. Aurelia Rivarola of the Associazione per il Potenziamento della Comunicazione. Forty participants attended from fourteen countries encompassing twelve language backgrounds. Each person present had a strong commitment to Blissymbols in their respective countries and many had been personally responsible for introducing Blissymbols to their colleagues and for translating Blissymbol materials to their native languages. At this meeting, we were pleased to welcome Erna Maruszenszki of Yugoslavia and Haniah Merzah of Saudi Arabia as our newest affiliates. The full group discussions focused on the challenges of establishing new Blissymbol programs, new training approaches, and new materials. As well, Blissymbol system matters were discussed at length on picnics, on bus trips, and over dinner each evening. There were also individual meetings relating to affiliation, translation, and publishing agreements. All the discussions were stimulating, and indicated the importance of increasing the awareness of the many different situations, concerns, and levels of knowledge in different countries.

The 1989 European Affiliate Blissymbol Meeting will be held in Belgium, March 20-24, 1989.

North America

In 1988, formal agreements (see Appendix I) were signed with 29 centres and/or individuals in North America (see Appendix J).

The 1988 North American Affiliate Meeting was held in Evanston, Illinois, hosted by Margaret Aylesworth of Northwestern University. It was attended by 18 participants and discussion centred on Blissymbol system issues, training methods, new technological applications, and integration of the

Blissymbol user. It was agreed that this annual meeting was worthwhile in maintaining the close links between the committed professionals in North America.

Anaheim Blissymbol Meeting

A third Blissymbol meeting in 1988 was arranged to coincide with the ISAAC Biennial Conference in Anaheim, California in October, 1988. There were 35 participants at this short meeting, bringing together for the first time professionals and Blissymbol users from North and South America, Europe, Australia, and Africa.

David Woods Fellowship

In 1986, a Fellowship was established in memory of David Woods, a director of BCI from 1981-1985. This Fellowship provides the opportunity for a study period of 3-6 weeks at BCI for a professional who will be responsible for the development of a Blissymbol program in a country outside Canada.

In November, 1988, we were pleased to welcome two professionals to this program, Nadia Browning Gill from Brazil and Annalu Waller from South Africa. During their time at BCI, they met with clinical and educational professionals in our resource centre, visited with staff and clients of ADP Centres in Ontario, and observed various classroom, residential, and educational settings where the system of Blissymbolics is being taught.

Agreements

In 1988, agreements were signed with a number of individuals or organizations for the use of Blissymbols in books, computer programs or other uses. They include:

1. Alberta Social Services, Services for the Handicapped, for the use of Blissymbols in a logo for the Resource Team for Dependent Handicapped.
2. Blissymbolics Communication Resource Centre (UK), for the use of Blissymbols in a project entitled *The Land of Droog*.
3. Cook, Robert, for the use of Blissymbols in a publication for parents distributed in Australia.
4. Brimer, Richard for the use of Blissymbols in a textbook entitled *Students with Severe Disabilities*.
5. Canadian Rehabilitation Council for the Disabled, for the use of Blissymbols in a part of the title of a conference.

6. Green, Jane, for the use of Blissymbols in an article entitled "Elaine" for publication in the *Newfoundland Churchman*.
7. Holovet, Jennifer, for the use of Blissymbols in a textbook entitled *Medical Aspects for Education Personnel*.
8. Hughes, Louise, for the use of Blissymbols in a Treatise pertaining to children in New Zealand with special teaching needs.
9. Pikosystems Oy, Finland, for the use of Blissymbols on an electronic symbol board called *Handitalk*.

Funding

We gratefully acknowledge the continued support and contribution to our work with nonspeaking people from The Easter Seal Society. As well, we appreciate the financial assistance from other sources, including:

- Canada Life Assurance
- Canada Trust Company
- Canadian Imperial Bank of Commerce
- Confederation Life Insurance Company
- Imasco Limited
- Molson Companies Donation Fund
- Our People Fund - Bank of Montreal
- The Patty Conklin Memorial Fund
- PCL Industries Ltd.
- Scarborough Iron Butterflies - Parents Association
- Scotiabank
- The Henry White Kinnear Foundation
- Pilot Clubs of Ontario
- Memorial Donations
- Individuals

The support and interest of these donors is greatly appreciated.

Confer

Confer IPC: AC, an international teleconferencing network, was established in 1983 to focus on augmentative communication. Since then, the number of participants has increased to 120 people and/or institutions with representation from Canada, the U.S., England, Scotland, Ireland, Sweden, Israel, Australia, and Holland. It has proven to be a most efficient method for exchanging ideas and information, for reinforcing valuable links between professionals, and for problem-solving.

There are a number of special interest groups with subconferences, including the ISAAC Executive Committee, ISAAC Committee Chairs, consultants of the Prentke Romich Company, members of the Assistive Devices Program (Ontario), and a Blissymbolics Special interest group. These smaller subconferences allow members to coordinate activities, share specific information, and discuss issues. The value of Confer continues to grow and expand steadily.

Respectfully submitted,

Katherine Seybold, March, 1989
Administrative Coordinator

Symbol System Coordinator

Aided by a computer, a modem and CONFER, the Symbol System Coordinator continued to carry out the following functions while residing in the U.K. until October 1, 1988:

1. developing the Blissymbol system and vocabulary,
2. consulting with Barbara Reid, Project Coordinator, Jinny Storr, symbol consultant on a revised Blissymbol dictionary,
3. answering Blissymbol requests,
4. acting as an observer on the Blissymbolics Resource Centre (UK) Committee,
5. chairing a meeting of the Symbol Committee.

Additional related responsibilities such as on-site visits, Blissymbol presentations and committee work for B.C.R.C. (UK) were undertaken on a voluntary basis.

Symbol Development Presentations

The System Coordinator made several presentations in Europe pertaining to Blissymbols and/or System Development:

January 1988 - Elementary Workshop, Worcester, U.K.
January 1988 - Blissymbol Day, Chailey Heritage, Chailey, U.K.
March 1988 - U.K. Senior Presentors' Meeting, London, U.K.
March 1988 - International BCI Affiliate Meeting, Milan, Italy

The System Coordinator also made presentations in North America in 1988:

April 1988 - North American Affiliate Meeting, Chicago, Illinois
October 1988 - International Panel Meetings - ISAAC Conference, Anaheim, California
December 1988 - Blissymbol Elementary Workshop, Orillia, Ontario

Questionnaires

The System Coordinator exchanged visits with International Panel Members, Sally Millar from Edinburgh, Scotland and Patricia Bailey from Denmead, Hants, U.K. in order to compile preliminary ideas for Blissymbols

relating to human sexuality and reproduction. Alison MacDonald, Blissymbol Monitor, and Jill Jenkinson, Blissymbol Senior Presentor, also contributed their time and thoughts.

This work provided the basis for two formative questionnaires which were sent early in 1989.

System Development Meetings

The System Coordinator attended the BCI International Affiliate Meeting in Milan, Italy, in March 1988. Activities included meeting with Affiliates to resolve problems in adapting Blissymbolics to languages other than English, (e.g. SerboCroatian, Arabic), presenting ideas for new Blissymbols related to Activities of Daily Living (ADL) and personal hygiene, and chairing International Panel Meetings. The System Coordinator presented the new Blissymbols authorized by the Symbol Committee at the BCI North American Affiliate Meeting in Chicago, Illinois in April, 1988.

The System Coordinator presented ideas gathered from the U.K. for Blissymbols relating to human sexuality to all Panel Members and Affiliates attending the ISAAC convention in Anaheim, California.

System Committee

The System Coordinator chaired a meeting of the Symbol Committee on April 11, 1988 during which over 100 symbols were added to the system or revised.

Communicating Together

The System Coordinator wrote a quarterly column, "Symbol Talk", for *Communicating Together*. The column featured ideas submitted by Affiliates and Senior Presentors in India and Australia and information on the new symbols authorized in 1988.

Revised Blissymbol Dictionary

In collaboration with Barbara Reid and Jinny Storr work continued on the manuscript for a revised version of *Blissymbols for Use*. An effort to find additional funding to support this project will be made in 1989; no publication date has been set.

Blissymbol Monitoring/Blissymbol Requests

The joint responsibilities of monitoring Blissymbols for inclusion in publications and responding to Blissymbol requests were carried out to a limited extent in the U.K. and Canada by the System Coordinator. The System Coordinator reviewed the following projects:

Wheelchair Training Protocol Manual:

Blissymbols for a manual for training drivers of electric wheelchairs. Symbols were submitted by Dick Lytton and Katherine Lake from the Easter Seal Society of Rhode Island, U.S.A. This project was reviewed in collaboration with Jinny Storr.

Julius and His Computer by Thelma Chait:

Translated into Blissymbols by Annalu Waller, Blissymbol Affiliate from Capetown, South Africa. This project was reviewed in collaboration with Ruth Harrington and Jinny Storr.

Other Blissymbol projects and requests emanating from North America were monitored by BCI staff and consultants.

Beginning in 1989 the Symbol Office welcomes Ruth Harrington as BCI Symbol Monitor Coordinator. Her assistance will allow the System Coordinator to focus her attention almost exclusively upon System Development and a revised Symbol dictionary.

On-Site Visits

On-site visits to centres in the U.K., where Blissymbols are part of augmentative communication programs, were made to:

- Chailey Heritage Craft Centre, Chailey, U.K.
- White Lodge, Chertsey, U.K.
- CALL Centre, Edinburgh, Scotland, U.K.

Special thanks for thoughtful deliberation with regard to system development and maintenance of Blissymbol standards goes to the Members of the International Panel (Appendix K), Blissymbol Monitors (Appendix L), Members of the Symbol Committee: David Dineen, Barbara Hehner, Barbara Kates; BCI Symbol Consultants, Barbara Brunson, Geoffrey Loker, Dennis Jenkinson, Peter Reich, Jinny Storr; and to Dr. Richard Storr, former Board Member and Chairman of the System Development and Institute Program Committee.

Respectfully submitted, March, 1989

Claudia Wood

General Enquiries 1988

Canada

103 total

12	Alberta	3	Saskatchewan
67	Ontario	2	British Columbia
8	Manitoba	2	Nova Scotia
4	Quebec	1	New Brunswick
1	Labrador	3	Newfoundland

U.S.A.

56 total

Illinois	Arizona	Louisiana
Connecticut	Rhode Island	Washington
Ohio	Pennsylvania	Washington, D.C.
Maryland	South Carolina	Nebraska
New York	Massachusetts	West Virginia
Florida	Alabama	Virginia
Michigan	Kentucky	Iowa
Wisconsin	Oklahoma	New Mexico
California	Arkansas	Vermont
Minnesota	Oregon	

Non-North American Countries

15 total

Denmark	Spain
West Germany	Hong Kong
France	Norway
Portugal	Argentina
India	England
Australia	Bahamas
Scotland	Jamaica

Appendix A

Easter Seal Communication Institute Board of Directors

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Secretary

Mr. Joe Lemire

Mr. Paul Adams

Ms. Wendy Arnold

Ms. Jill Cowie

Ms. Betty Layton

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Staff

(As of March 1989)

- | | |
|---------------------------------|--|
| • Mrs. Shirley McNaughton | Executive Director/ Coordinator of Educational Service Program |
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| • Mrs. Dorothy Dent | Secretary |
| • Mr. John Dowling | Confer Clerk |
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| • Mrs. Cindy Stall (Stolarchuk) | Receptionist/Secretary |
| • Mrs. June Wiancko | Secretary |
| • Mrs. Claudia Wood | System Coordinator |
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Appendix B

SUMMARY OF RESPONSES ON INFORMATION SHEETS DATED JULY 15, 1988
RETURNED BY PARTICIPANTS IN ED/EDEX 3660A.04
ALTERNATIVE AND AUGMENTATIVE COMMUNICATION, INTRODUCTION
Shirley McNaughton, course director

Question 1: How has your concept of 'augmentative and alternative communication' changed, during the two weeks of this course?

Student No.

- 1 - that each system is unique to the individual rather than trying to apply a particular system to a non-speaking person.

- that each system has certain sets of rules and any combining of systems should be done with great care so as not to disrupt the intent of the system.
- 2 I never knew there were so many augmentative communication systems available. I feel I have a broader scope of the field of augmentative communication, and a better understanding of what it encompasses., i.e., teaching strategies; resources; parents' views; needs of the augmentative communicator!
- 3 I have become more aware of the written component of augmentative communication, and of the deliberate progression towards more sophisticated communication by providing elements for growth in the intervention programme.
- 4 I have become aware of a much greater scope of augmentative communication.
- 5 I had never heard of augmentative and alternative communication; although, I was aware of sign language and picture boards. I now understand the importance of augmentative and alternative communication for the non-speaker. We all have feelings and opinions which need to be expressed.
- 6 I feel I am more equipped to see situations where augmentative communication is needed. This is the first time I have been introduced to alternative communicators.

- 7 I now see that augmentative communication is not a separate subject to place on timetable, but must be an integral part of entire school day. It is also necessary to create a community of users to foster spontaneity as is difficult for isolated user.
Also to be true to a system to keep clear, cognitive development patterns.
- 8 This course made me become aware of the real need for alternative communication in our society, as I had no previous experience of working with children or adults who are nonspeakers. The only system I had ever heard of was signing for the hearing impaired.
- 9 Before I visited Grandview Rehabilitation Centre to observe Nicky at Campbell School, I had never even heard of the term. This was in June, 1988. Certainly I have a better understanding of the potential of a child who requires augmentative communication.
- 10 Yes, I feel very excited about the field of augmentative communication; it has so much to offer and therefore so much for us to learn.
- 11 It is even more valuable than I had realized, with the capabilities of expanding and adapting to meet individual needs from simply combining systems, to hook-up with the latest technology. It opens new horizons for even 'verbal' communicators who have great difficulty reading and spelling...there are many who fit into this category.
- 12 It has branched out to include the cognitive gains that a student can make, e.g., via problem-solving, personal contributions, in general.
- 13 It changed drastically, because coming from my end of the world; educated with an oral approach and propagating it to the extent of frustration, yet implementing certain non-verbal systems -(but not with my full heart and soul); I have been convinced of augmenting speech with other methods of communication, in India. We can achieve much more success in 'interaction' for our augmentative kids, with all that I have learned through the course, and the knowledge of what is available and that can be adapted to the needs at home.

- 14 I feel better able to understand the "uniqueness" of augmentative communicators. While most are very capable of at least average learning, they do have some unusual needs.

Question 3: How has your view of the role of the teacher, with regard to a student who uses an augmentative communication system, changed?

Student No

- 1
 - I must give the augmentative communicator an opportunity to initiate rather than leading the conversation all the time.
 - I must give the A.C. User time to process the information and return an answer or comment.
 - I must have patience and understanding with regards to the difficulties they must overcome to get their message across.
 - I must allow them the opportunity to develop strategies to make their system work better for them.
 - I must create an atmosphere in which the A.C. User will want to take risks to develop independence.
- 2 Yes! The teacher needs to be more assertive and not wait for "approval" to implement the beginnings of a system. I have more confidence to speak up now. Knowing that I have resources to support my views is more helpful. Become more receptive to the numerous needs of the augmentative communicator.
- 3 I have read about several techniques that encourage students to initiate communication, especially requests - delay, non-verbal prompts, indirect cues - there may be some gains in our students using environmental cues rather than instructions to use their communication system components.
- 4 I am much more aware of the interaction of the whole class, including the teacher, in incorporating the systems into all classroom activities.
- 5 I am used to giving my students time and opportunities for communication through brainstorming and cooperative group work. With the A.C.U. I would allow more time and assign roles that they could do successfully. More time would be necessary to communicate with families and specialists. I would not have to change my methods or role as I have had many difficult students. I accept them for

what they are (the positives) and teach them from where they are.

- 6 I will feel more at ease, confident and competent.
I have more to offer, both of myself and knowledge.
- 7 The teacher needs to take a real interest and responsibility in taking this child to the limit in his/her learning potential.
Must act as an advocate along with the parents so that all areas are tapped on his/her behalf.
All must start as early as possible and be long term. I'm thinking of all the ones that come to Participation Lodge and do not speak (how sad) - I'm going to speak up!
- 8 I did not realize how much time and patience would be involved and how crucial it would be to teach total communication, integrating the student into other classrooms. The attitude and positive influence of the teacher will greatly affect how successful the non speaker will be in communicating with his family and friends and must be given a real incentive to learn. Also how essential it is to make sure that the technology recommended is appropriate for the student at home and at school.
- 9 The child has the ability to learn language and can be a communicating individual who can contribute his/her ideas, feelings and emotions. The task of the teacher is to develop strategies that allow the child to contribute and experience the learning atmosphere to his/her potential.
- 10 I feel more in tune with the augmentative communicator's needs, especially in terms of time and the variety of systems or modes of communication they should be encouraged to use.
- 11 I had no preconceived ideas, so it was a total learning experience.
The teacher should be prepared to be a patient facilitator and role model,
 - co-operating and co-ordinating when necessary, with multi-disciplinary team,
 - teaching and encouraging the A.C. through knowledge of his needs, what is available to him, how to help reach goals, teach strategies, adapt program plans, be flexible and enthusiastic, etc. etc.
 - teach and encourage other teachers, students, parents, community workers, to accept and understand augmentative communication.
 - be an advocate!

- work hard to get as much help from your School Board as possible, to offer a total learning program for the A.C.
 - assess, adapt, and stimulate new acquisition of communication competency.
- 12 It has become broadened to include the role of advocacy. As well, I have been reminded that the teacher must share in the learning experience with the student.
- 13 The role of the teacher has been a major focus in the course and has taught me a lot, that the speech therapist is not the key person in the full implementation of the child's system/system, but the teacher who has to make it successful through peers, home, community, throughout the child's waking day. Conviction and determination on the part of the teacher is so important in carrying this task out. In India, where I work, it was to a great extent the other way around.
- 14 I better understand the benefits of being a "total communicator" and how a teacher can be the role model to encourage children to try any way to express himself.

Question 4: Describe anything new that you learned relating to the needs of students who use augmentative communication systems.

Student No.

- 1
- need peers who will interact in a socially appropriate manner. (no poor little puppy attitude)
 - need to be able to experience life and to share their experiences with others
 - need to have many understanding communicators who understand their system of communication
 - need to receive as many cues as possible to understand the idea, concepts presented to them
 - need to become more independent
 - need to belong
- 2 How difficult it is to converse as you and I do. I had the unrealistic notion that once a system was set up and implemented that all was solved. The communicator would converse as you and I. Augmentative systems are generally a slow process; systems change frequently - that they develop and grow. The needs of the augmentative communicator encompass not only cognitive, but social, emotional

and physical and to be very sensitive to these needs!

- 3 Specific consideration must be given not only to vocabulary but also to functional use of all communication modes available to the student.
- 4
 - 1) total communication, involving Bliss, sign, gestures, speech, anything that works
 - 2) importance of giving students time during interaction, and also giving sufficient time for new concepts to be internalized before expecting fluent or even limited use
- 5
 - use many methods for successful communication
 - educate all staff (I would do that anyway)
 - technology can be found (created) to have even the most severely physically involved persons access communication systems
- 6
 - all the technologies we discussed and were made aware of were new to me, also most graphics
 - money available for expensive systems
 - clinics
 - where to go for help
- 7 Much of what was presented was in a way old, but the "holistic" approach of the need for interaction between peers and others was dramatically brought to my attention as never before. What was really new was the idea of enrichment. Bliss provides meaning and extensions of meaning so the child's thinking is stretched so logically. Since the M.R. population reflect the concrete nature of cognitive functioning the Bliss nouns/adj. 'great.
- 8 The importance of communicating with peers, multi sensory learning, being an active participant in the language learning process, showing others he can do things for himself, developing skills for all environments, the ability to think for himself, to be able to make decisions or choices and the importance of becoming a risk taker, learning the life skills as well as the academic skills. The use of role playing and mime to facilitate his communication skills.
- 9 To begin with, I really didn't think of the needs of students who use augmentative communication systems. I felt that they would always be isolated and didn't realize that many of their needs could be met within a school system. It's the knowledge that augmentative communication system need not isolate a person within a certain stratum.

- 10 - importance of social interaction between augmentative communicators and peers
 - do not limit systems to be used
 - active participation in class
 - experience as much as possible
 - proper strategies to ensure success (no matter how small)
- 11 The A.C. needs a lot more knowledgeable assistance and support than they are presently receiving. They have the right to a speech pathologist who is trained in augmentative communication. This was a SHOCK to me!
 They need to have available the latest in technology (regardless of cost) that will help them reach their individual potential. Communicating is living... it is not just for some of us. The cost per child/student should not enter into deciding between gym mats and a voice synthesizer.
 The availability of a voice output machine will add a new dimension to communicating for the A.C. that will increase acceptability by the listener and hopefully raise the awareness of the capabilities of the A.C.
 The need for the student to have time to respond. The freedom to make choices; experience trial and error; work at individual pace; have daily &/or weekly "contract" of work expected so direction is clear and rewards built in for leisure activities, computer time, free time, or whatever is suitable.
- 12 Students need to learn strategies, not just skills to become effective and less frustrated communicators.
- 13 I learned a lot that was new:-
 The teacher's role, communication partners, locations, message needs, e.g., attention, modalities of communication; in meeting the needs of the augmentative communicator. Most important being the sensitivity towards meeting these childrens' needs in order to make them use strategies with their system/systems through the modalities as effectively as possible in his surrounding world.
- 14 By being forced to communicate as a non-verbal person, I think I have a better feel for an augmentative communicator's fatigue and frustration. I will accept anything a child gives me but still try not to "take over" and fill in too readily. There is a very fine line here but I feel more aware of it.

Question 8: Did you gain what you hoped, from this course?
Expand on your response.

Student No.

- 1 The experience and knowledge shared was invaluable. I knew some sign language but Sherri Parkins opened my eyes and made me realize how to use the untapped resources such as, eyes, facial expressions, body. More of the population need to share this information and I for one will certainly try to advocate the needs of the non-verbal within my work and social life. Shirley, you are marvelous and I hope the best for you in future endeavours.
- 2 This was an excellent course. Taught by caring, well educated and dedicated people. As previously mentioned, I now have a broad base of knowledge about the augmentative communicator and his needs; teaching strategies; systems in existence. Made me realize how little I did know, and instilled in me almost an excitement to know MORE. Can't wait to share what I have learned with friends who teach.
- 3 Yes - the curriculum and individual assignment helped focus my readings and thoughts on what can be done at school in September.
- 4 Yes, I feel better equipped to tackle communication expansion in my class and have gained a lot of information regarding outside agencies, which would be available when needed.
- 5 Yes and More! The multi-mode approach to communication is valuable for all people. Learning about the most current technology means that we (teachers) can go for broke and aim for the most suitable technology for each individual student. I learned the value of our gestural expression and symbols for all students. I knew that we would concentrate on excellent teaching for the A.C.U., but, I had not thought about the fact that this would really be good teaching methods with some adaptations and TIME.

- 6 I wanted an overview of the various systems and techniques, which I got. I was hoping I would be able to have an augmentative communicator teach me their communication system.
- 7 In my field there is much fragmentation in responses and programs - this course helped to put things in an wholistic picture. Refreshing to witness such committment to the issues. Just that alone is worth much to spur me on to keep up the "fight".
- 8 Yes
I am just getting into special education because I feel there is a great need to help children with learning disabilities and there is little awareness in the public school system of how to integrate successfully children who are non verbal. Within the framework of the regular classroom I have always worked with great sensitivity with the child who experiences learning difficulty. Due to the thrust of this course I have gained a more acute awareness as to the needs of children with severe learning problems.
- 9 For me personally, I need practical suggestions such as how to involve the child in asking questions, making comments or requests.
This course was overwhelming to me in that so much was presented and perhaps I was hoping for a recipe in how to teach an augmentative communicator which would be direct and not varying. This was an unreasonable expectation as each child, whether an augmentative communicator or any other individual, brings his/her own personality and experience to a learning atmosphere. What I did learn was how much I have yet to learn
- 10 Yes very much so; the course helped me to understand my role as a T.C. teacher and will certainly I hope, help me better program for my students.
- 11 There was so much experience surrounding us and so much enthusiasm to share that knowledge with us, that at first I think we felt overwhelmed. You have broadened our hopes and horizons and given us just an insight into how the A.C. must feel with all the frustrations of trying to cope with what we take for granted. The most valuable piece of knowledge was the fact that there is such a fantastic support team at ESCI that is available, with a great service model. The other service models were enlightening, as well.

- 12 Yes. I was hoping to build upon a total communication approach that I'd been exposed to last May at the OISE Conference on Exemplary Practise.
- 13 Definitely - most definitely!! It broadened my outlook towards Augmentative communication and its application to the Indian set up - i.e., the teaching/learning strategies, use of the systems at home, school and community, in planning wholistic programs in integrated set-ups - (even if it be a non-speaking child with cerebral palsy with speaking cerebral palsied children in a classroom) and the implementation of these systems and how to go about it making it as exciting for these Augmentative system users.
I think the sharing of ideas from my peers during the course, was extremely beneficial.
- 14 Yes. I was feeling a little "out of touch" and now feel back on track. The dynamics of our small group made sharing so easy and so comfortable. Special Education teachers, and especially those of us working with mentally handicapped students, often find ourselves on the fringe of discussions. It was good to work with others who understand.

Appendix C

Terms of Reference

COMMUNICATION ADVISORY COMMITTEE of the Easter Seal Society

1. Duties and Responsibilities

The role of the Communication Advisory Committee (CAC) is to provide assistance and advice to the Easter Seal Communication Institute (ESCI), a department of The Easter Seal Society (TESS), to advise and make recommendations to the Executive Committee of the Society regarding the development and conduct of the Easter Seal Communication Institute, and to approach government and other agencies for information and support.

CAC members should have the knowledge and experience required to address their attention constructively

- (1) toward identifying and developing appropriate service functions for ESCI relating
 - a) to the educational needs of augmentative communicators in Ontario;
 - b) to ESCI's aims and objectives
 - c) to the expertise and experience of ESCI staff members

- and -

- (2) toward ESCI fulfilling its role within TESS range of services.

2. Composition

Members of the Committee should be as follows:

Chairperson - a chairperson should be appointed by the Board of Directors upon the recommendation of the executive director of the Easter Seal Society, in consultation with the ESCI director and service coordinator, for a three-year term with an option for two additional three-year terms.

Committee members - the chairperson of the CAC has responsibility, in consultation with the ESCI director and service coordinator, for the selection and appointment of up to eight committee members.

The Chairperson serves on The Easter Seal Society Board of Directors and Executive Committee.

The ESCI director and service coordinator will be invited to attend all meetings of CAC as non-voting ex-officio members.

Members who are government employees should be ex-officio, non-voting members.

Other persons may attend meetings by invitation.

3. **Tenure**

Members shall be appointed for a two-year term and may be re-appointed to serve two additional, two-year terms.

4. **Meetings**

The Chairperson shall schedule meetings at least quarterly during the year. Special meetings may be called by the Chairperson or at the request of the Executive Committee of the Society.

5. **Quorum**

A majority of the voting members of the Committee shall constitute a quorum.

6. **AD-HOC Sub-Committees**

Ad-hoc sub-committees may be appointed subject to the following provisions:

a) Urgent matters, referred to the Committee for consideration during the interval between regular meetings, may be dealt with by an ad-hoc sub-committee appointed by the Chairman.

b) Such recommendations as are made by ad-hoc sub-committees shall have the force of recommendations by the full Committee, but shall be presented to the Committee for ratification at its next regular meeting.

Appendix D

DATE: February 9, 1989

MEMO TO: *Barbara Chick*, Director of Nursing, ESS

FROM: *Ann Kennedy*, Director of ESCI

RE: Re-organization of ESCI and New Educational Service to Nonspeaking Students Referred by ESS District Nurses

Would you please inform all the district nurses of the new status of ESCI, now a division of the Easter Seal Society. The current staff involved in our educational service program are as follows:

Shirley McNaughton - Coordinator and Consultant

Nancy McCartney - Hamilton - Consultant

Barbara Reid - Consultant

Sherri Parkins - Instructor

Our new service consists of up to four days consultation regarding the educational program of a nonspeaking student on the caseload of the district nurses and referred by her to ESCI. Expenses relating to travel, meals and accommodation must be covered by the school board serving the child. In this way we seek the support and involvement of the school personnel.

The consultation could include visiting the classroom, examining records, assessing the student, consulting with the teacher and other school personnel, meeting with the family regarding the child's educational program, liaising with other professionals serving the child, planning programs, writing reports and preparing curriculum support materials.

ESCI's service is designed to support the classroom teacher in relating to the special educational needs of nonspeaking students who use augmentative communication systems. Every effort is made by our consultants to liaise and collaborate with other professionals serving the student, for example those from Assistive Device Program authorized centres and Health Care Program professionals.

Any referrals should be directed to Nancy McCartney-Hamilton, who coordinates our outreach service. Any questions or suggestions should be directed to Ms. McCartney or Shirley McNaughton, coordinator, educational service program.

We are very pleased with the expanding utilization of our educational service to augmentative communicators, as our activities become better known. This growth also has a down side, in that there may now be a waiting period before a student can be seen. ESCI has retainer arrangements and contracts directly with school boards that must be honoured first in scheduling the consultants' time.

If you have students, who you consider could benefit from ESCI's educational service, please contact Nancy McCartney-Hamilton, to ensure the appropriate referral/application procedures are followed and the appropriate information forms are expedited.

We are excited about ESCI's new role and the increasing number of requests for our service. We look forward to working with Easter Seal nurses to further the educational opportunities of augmentative communicators.

Appendix E

Revised Seminar Schedule for 1988

<u>Date</u>	<u>Name of Seminar</u>
Wednesday January 20	Language Arts for the Augmentative Communicator in the Primary Classroom - a one day seminar examining the development of augmentative communication skills within a language arts curriculum for the nonspeaking student in the primary classroom. Topics to be addressed include: beginning the reading process and preparing for the transition to traditional orthography; the role of literature in developing thinking skills; and the significance of writing for the augmentative communicator.
Thursday January 21	Language Arts for the Augmentative Communicator in the Junior Classroom - a seminar exploring strategies to facilitate the transition to reading and writing in traditional orthography for the augmentative communicator in the junior classroom. The focus will be on examining ways in which to provide a rich language environment to assist the augmentative communicator in developing skills in listening, speaking, reading and writing.
Friday January 22	Teaching Blissymbol Users - a practical session to help those responsible for supporting Blissymbol users at school and at home. Ideas relating to introducing new symbols, expanding communication boards, and facilitating interaction will be discussed. The session will include practical suggestions for creating learning materials. Participants are expected to have had Blissymbol Elementary Training and/or have been working with a Blissymbol user.
Wednesday February 3	Language, Learning and Literacy for Secondary Students and Young Adults - a seminar discussing strategies within a language arts program which addresses the functional communication and daily living needs to the young adult augmentative communicator. The focus will be on facilitating these skills through a meaningful literacy program. Topics to be addressed include the role of written communication, developing higher order thinking skills and fostering independence.

<u>Date</u>	<u>Name of Seminar</u>
Monday February 29	Practicum to the Independent Study Program - an orientation to Blissymbolics for those who are undertaking or who have completed the Blissymbolics Independent Study Program. The day complements the study program through video tapes, role playing and discussion focussed on the teaching and application of Blissymbols.
Tues. & Wed. March 1 & 2	Selecting Graphics for Communication Boards - a two day seminar relating to the many considerations required when selecting and teaching the graphics included on communication boards. Issues relating to ongoing assessment, selecting and arranging the graphic components for different types of students, and the transition from one type of graphics to another will be discussed.
Thursday March 3	Augmentative Communication for the Developmentally Disabled - a workshop relating to the many considerations regarding augmentative communication and the developmentally disabled. Issues focusing on curriculum adaptations/modifications, facilitating peer/student interaction, and strategies for enhancing the use of various modes of augmentative communication by the developmentally disabled in different environments will be discussed.
Monday May 2	Technology for Blissymbol Users - a seminar focusing on technology and the role that it plays in the education and daily lives of Blissymbol users. Input and output devices for those with physical disabilities will be reviewed with examples of both "high-tech" and "light-tech". A variety of software will be discussed and demonstrated. Technical aids suitable for Blissymbol users will be shown. The day will conclude with a focus on the actual use of technology as nonspeaking individuals and their instructors share their experiences with the audience. The day is designed to provide the participants with a general overview only.
Tuesday May 3	The Role of the Occupational Therapist in Augmentative Communication - a day for occupational therapists and other professional who are interested in learning about the contribution that can be made by OT's on the augmentative communication team. Techniques for problem solving relative to the nonspeaking client will be addressed. Guest presentors: Keila Waksvik, Hopital Marie-Enfant, Pediatric Rehabilitation Centre, Montreal, Quebec and Karen Kangas, Elizabethtown Hospital and Rehabilitation Center, Elizabethtown, Pennsylvania.

Date

Name of Seminar

Wednesday
June 1

Programming for an Augmentative Communicator in the Class

- a seminar focusing on the issues to be considered when creating a meaningful classroom environment for an augmentative communicator. Perspectives will be shared on how to develop curriculum for an augmentative communicator based on his/her abilities and needs. The balance between communication skills and academic skills, interaction with peers and full utilization of technology will also be examined.

Easter Seal Communication Institute

24 Ferrand Drive, Don Mills, Ontario M3C 3N2
(416) 421-8377

Fall 1988

Seminar Schedule

One Day Seminars

Date

Title

Wed. to Fri.
July 18 to 20
&
Mon. to Wed.
August 22 to 24

Blissymbolics Elementary Workshop
- the three day Elementary Training Program focuses on the system of Blissymbolics and the system's use as a communication medium. The topics covered include: System Capabilities, Special Blissymbols, Vocabulary Selection, Blissymbol Communication and Interaction, Assessment, Teaching, Family and Community Involvement. Participants design, create and experience the use of a communication display. Augmentative communicators attend the seminar to share their perspective and experience with participants. This Training Program also offers audio visual presentations and an opportunity for participants to discuss the course content and their experiences. For more information regarding materials and fee for this session, contact the Training Coordinator. **Fee: \$225.00 plus texts and examination fee.**

Thursday
July 21

Minspeak and Blissymbol Users
- an introductory seminar focusing on the integration of Minspeak into the communication system of a Blissymbol user. Minspeak is the software program which is used with the Touch Talker and the Light Talker communication devices. Topics will include a discussion of the theory upon which Minspeak is based, ideas for applying Blissymbols in the development and organization of themes and overlays, and considerations for the long term development and expansion of the user's Minspeak system. Both word and sentence strategies will be included. **Fee: \$80.00.**

Easter Seal Communication Institute

One Day Seminars

Date

Title

Thursday
August 25

Technology for Blissymbol Users

- a seminar focussing on the role of technology in the education of Blissymbol users. The day is designed to provide a general overview and topics for discussion will include: a brief review of the Blissymbolics system, a framework for students skills/needs and technology, input and output methods, Blissymbol software and introductions to some communication devices and computer peripherals. **Fee: \$80.00.**

Friday
August 26

Programming for an Augmentative Communicator in the Class

- a seminar focusing on the issues to be considered when creating a meaningful classroom environment for an augmentative communicator. Perspectives will be shared regarding curriculum for an augmentative communicator based on his/her abilities and needs. Peer interaction and full utilization of technology will also be discussed during the day. **Fee \$80.00.**

Thursday, Friday
November 10, 11

Augmentative Communication for Cognitively Impaired Individuals

- a seminar relating to the many considerations regarding augmentative communication and the cognitively impaired. Issues focusing on curriculum adaptations and strategies for enhancing the use of various modes of augmentative communication (light tech and high tech aids, as well as signing) in different environments will be discussed. This seminar will be of interest to professionals and parents who are new to the field of augmentative communication. **Fee: \$150.00.**

Easter Seal Communication Institute

One Day Seminars

Date

Title

Thursday, Friday
December 1, 2

Selecting Graphics for Communication Boards

- a seminar relating to the many questions regarding the type of graphics to include on communication boards. It will include videotape presentations and will apply the ideas of experienced professionals and graphic developers to the practical task of creating communication boards.

The goal for augmentative communicators presented throughout the seminar will be the achievement of functional communication as quickly as possible through a well-planned initial communication board, with provision for continual upgrading to support communicative, cognitive and social growth.

Time will be spent on individualized pictures, picture collections, Picture Communication Symbols, Oakland Schools Picture Dictionary, Core Picture Vocabulary, PIC, Picsyms, Picture Your Blissymbols and Blissymbolics. Picture sets and systems not currently available in North America will be referenced. This seminar will be of interest to professionals and parents who wish to design or modify graphic displays for augmentative communicators. **Fee: \$150.00**

For information regarding registration, see attached Registration Form.

Applications must be received at least one week prior to selected seminar date.

Easter Seal Communication Institute

24 Ferrand Drive, Don Mills, Ontario M3C 3N2
(416) 421-8377

Seminar Schedule Fall '88

Six Week Courses

Date

Title

Monday evenings (2 hrs.)
Beginning
September 26

Sign Language for Use with Augmentative Communicators

- this course is designed for people who want to develop their skills in Signing Exact English. The sessions will use a "hands active" approach, and will focus on teaching some necessary basic skills for establishing a total communication environment. Vocabulary selection, activity adaptation and interaction strategies will be discussed. This course is appropriate for those already working with augmentative communicators using sign language as well as for those wishing to learn to sign Exact English in anticipation of working with signing clients in the future. **Fee: \$80.00**

Tuesday evenings (2 hrs.)
Beginning
November 1

Developing Augmentative Communication Programs: A practical course for people who work with cognitively impaired individuals

- this course will guide participants through the first steps of establishing an augmentative communication program. Each session will consist of a short lecture on some aspect of communication programming, followed by a small group tutorial. Participants will be expected to identify one or two clients or students from their setting and to work with these clients between the course sessions. This individual work with augmentative communicators will be the focus of the small group tutorials.

The course will be of interest to professionals who have daily contact with cognitively impaired clients and some responsibility for their communication program. **Fee: \$80.00.**

For information regarding registration, see attached Registration Form.

Applications must be received at least one week prior to selected seminar date.

Appendix F

SUMMARY OF TRAINING SEMINARS FOR 1988

Date of Seminar	Title	Presentor	#Part
Fri. Jan. 22	Teaching Blissymbol Users	S. McNaughton	3
Wed. Feb. 3	Language, Learning and Literacy for Secondary Students and Young Adults	Katie Mann	3
Mon. Feb. 29	Practicum to the Independent Study Program	S. McNaughton	2
Tues. & Wed. Mar. 1, 2	Selecting Graphics for Communication Boards	B. Reid (S. McNaughton, Anne Pittis)	14
Thurs. Mar. 3	Augmentative Communication for the Developmentally Disabled	N. McCartney B. Reid	25
Mon. May 2	Technology for Blissymbol User	D. Ladd	11
Tues. May 3	Role of the O.T. in Augmentative Communication	Keila Waksvick Karen Kangas	21
Wed. June 1	Programming for an Augmentative Communicator in the class	Deb Ladd (K.M. & S. McN)	23
Mon.-Wed. July 18-20	Blissymbolics Elementary Workshop	S. McNaughton	8
Mon.-Wed. August 22-24	Blissymbolics Elementary Workshop	S. McNaughton Elaine Droyer	11
Thurs. Aug. 25	Technology for Blissymbol Users	Deb Ladd	6
Fri. Aug. 26	Programming for an Augmentative Communicator in the Class	Deb Ladd	9
6 week course begin. Sept. 26	Sign Language for use with Augmentative Communicators	Sherri Parlin	11

6 week course begin.Nov.1	Developing Programs for Augmentative Communicators	Barbara Reid	10
Thurs.-Fri. Dec.1-2	Selecting Graphics for Communication Boards	Nancy McCartney	7

Total number of participants at ESCI seminars	164
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Seminars Given Off-site at requests from Hosting Organizations

	Augmentative Communication for the Developmentally Disabled Woodstock, Ontario	Nancy McCartney	22
	Programing for an Augmentative Communicator, Mississauga Association for Community Living	Barbara Reid	16
Mon.-Wed. Dec.5-7	Blissymbol Elementary Workshop. Georgian College Orilla, Ontario	S. McNaughton Claudia Wood	34

Total number of participants at off-site seminars	72
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Total for Year	236
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Prepared December 31, 1988

Appendix G

Augmentative Communication Publications

AC101	Augmentative Communication: An Introduction <small>FOR ASHA MEMBERS ONLY: contact ASHA, 10801 Rockville Pike, Rockville, Maryland 20852 for Special Member Price of \$22.50 US.</small>	\$44.00
AC102	A Protocol for Assessment of the Communicative Interaction Skills of Non-Speaking Severely Handicapped Adults And Their Facilitators	\$25.00
AC105	The Communicative Interaction Patterns of Young Nonspeaking Physically Disabled Children And Their Primary Caregivers	\$22.00
AC108	Everybody's Technology	\$19.50
AC109	Recognizing & Enhancing The Communication Skills of Group Home Clients	\$7.00
AC110	Talk is Not a Four-Letter Word (1/2" VHS Videotape, 16 Minutes)	\$25.00
AC112	Songbook - Signs and Symbols for Children	\$12.00
AC114	Speaking For Ourselves (VHS format)	\$20.00
AC116	Under the Eye of the Clock	\$24.95
AC117	Accentuate the Positive	\$18.95
AC118	Journey out of Silence	\$19.00
AC119	Getting to Know Each Other (VHS)	\$25.00
AC120	I Can't See What You're Saying (VHS)	\$50.00

Blissymbolics: Reference Publications

PB401	Blissymbols for Use and Supplement	\$35.00
PB402	Communicating with Blissymbolics	\$33.00
PB403	Teaching and Using Blissymbolics	\$30.00
PB404	Semantography (Blissymbolics) - by C.K. Bliss	\$65.00
PB405	The Blissymbols Picture Book - by C. K. Bliss	\$124.00

Monographs

PB406-1	#1 Blissymbols -- A Short History	\$3.00
PB406-2	#2 Blissymbol Applications	\$11.00
PB406-3	#3 Perspective on Communication Assessment	\$3.00
PB406-4	#4 Positioning & Hand Training Towards Symbol Usage	\$3.00
PB406-5	#5 Eye Pointing: An Alternative Mode of Response	\$4.00
PB406-6	#6 Instruction for the Sensory Impaired	\$2.00

Monographs... Continued

PB406-7	#7 Interaction -- Readings from <i>Communicating Together</i>	\$3.00
PB406-8	#8 Readings on Technology	\$2.00
PB406-9	#9 Teaching Aids and Ideas	\$11.00
PB407	Blissymbols for Preschool Children	\$8.50
PB408	Introducing Blissymbolics - A Guide for Parents And Friends of Symbol Users	\$11.00
PB409	Pallè Alone in the World	\$25.00

Blissymbolics: Professional Training

Bickell Lecture

BL201-1	Bickell Lecture Includes lecture notes, 12 slides, 16 overheads, master copies of handout material, and background reading material.	\$90.00
BL201-2	Bickell Lecture As above and includes three reference texts: Communicating With Blissymbolics, Blissymbols For Use, and Teaching And Using Blissymbolics.	\$150.00
SK202	Seminar Kit Contains participant materials, presenter materials, transparencies, slides, etc.	\$155.00

Blissymbolics Independent Study Program

IS203-1	Option 1 - Independent Study Program -Includes study guide, series of monographs for supplemental reading, template, exercise grid and stamps and three reference texts.	\$175.00
IS203-2	Option 2 - Includes the Independent Study Program, but not three required reading texts.	\$85.00
IS203-3	Option 3 - Additional set of Study Guide, stamps, grid, and template (available only with IS203-1 or IS203-2)	\$55.00

Completion of the Independent Study Program entitles participants to apply for the Blissymbol Elementary Examination. \$45.00

Blissymbolics: Communication Materials

BM301	Core Vocabulary	\$25.00
BM302	7/8" Stamps, Colour Coded	\$30.00
BM303	7/8" Stamps, Black & White	\$30.00
BM304	7/8" Grids	\$3.00
BM305	9/16" Stamps, Black & White	\$16.00
BM306	9/16" Grids	\$3.00
BM307	A Guide for Using Blissymbol Stamps	\$5.00
BM308	Flashcard Booklet, Colour Coded	\$16.00
BM309	Flashcard Booklet, Black & White	\$16.00

Blissymbolics: Communication Materials

(Continued)

BM310	Large Display Folder (grid not included)	\$17.00
BM311	Small Display Folder (grid not included)	\$12.00
BM321	Large Metric Template	\$17.00
BM322	Small Metric Template	\$17.00
BM323	Imperial Template	\$12.00

Picture Your Blissymbols

BM331-1	Complete Kit includes a Teaching Manual, Stamp & Flashcard Book, Blissymbols For Use, teaching aids, and carrying bag.	\$95.00
BM331-2	Stamp & Flashcard Book, Teaching Manual, and Blissymbols For Use	\$75.00
BM331-3	Stamp & Flashcard Book and Teaching Manual	\$55.00

Blissymbolics: Student Learning Materials

M901	U.K. Symbol Pattern Book	\$12.00
M902	U.K. Worksheets	\$14.00
M903	U.K. Game Starter Pack	\$15.00
M904	Blissymbol Workbooks	\$15.00
M905	Opposite Meaning Series	\$15.00
M906	A Coloring Book of the Home	\$3.50
M907	Blissymbol Alphabet Song and Flashcards	\$5.00
M908	Symbol Secrets	\$5.00
M909	I Have a Flower	\$3.50

Software

S501	Blisspen (manual, 2 disks, and Blissboard vocabulary display)	\$45.00
S502	Talking Blissapple (manual and disk)	\$45.00
S503	Bliss Skills (manual and 1 disk)	\$35.00

Bliss Training Programs I - IV

S504-1	I - Blissboard (manual and 1 disk)	\$44.00
S504-2	II - Bliss Library (manual and 3 disks)	\$96.00
S504-3	III - Bliss Drills (manual and 1 disk)	\$43.00
S504-4	IV - Bliss Concepts (manual and 1 disk)	\$44.00

MAP Programs (HMMC)

S505	PIC Man (manual and 1 disk)	\$60.00
S506	Single Input Control Assessment (1 disk and manual)	\$70.00

Graphics: Communication Systems

PICSYMS by Faith Carlson		
PI600	PICSYMS Categorical Dictionary	\$32.00
PI601	PICSYMS Large Cards	\$24.00
PI602	PICSYMS Medium Cards	\$19.00
PI603	PICSYMS Small Cards	\$13.00
WR700	WRITE Instructions by Cheryl Goodenough-Trepagnier	\$5.00
SP701	SPEEC Manual by Cheryl Goodenough-Trepagnier	\$14.50
Worldsign by David Orcutt		
W800	Worldsign Exposition	\$15.50
W801	Communication with Symbol Animation - 1/2" VHS Videotape and Companion Manual.	\$95.00
W801	Manual only	\$15.50

Graphics: Picture Sets

OA702	Oakland Schools Picture Dictionary by Ina J. Kirstein	\$57.00
	Core Picture Vocabulary by Don Johnston	
CO106	Unlaminated cards (2-3/4" square)	\$37.00
CO109	Stickers (1-3/4" by 1-1/4")	\$18.50
7039	Pictures Please!	\$50.00

Picture Communication Symbols

	by Roxanna Mayer-Johnson	
H200	PCS Book I	\$57.00
H250	PCS Book II	\$62.00
H205	PCS Stamp Book I	\$43.00
H220	PCS Stamp Book II	\$60.00
H811	PCS 1" Grid 8-1/2 X 11"	\$2.00
H812	PCS 2" Grid 8-1/2 X 11"	\$2.00
H841	PCS 1" Grid 17-1/2 x 22"	\$10.00
H842	PCS 2" Grid 17-1/2 x 22"	\$10.00
H821	PCS Grid for Pocket-Size Display Folder	\$2.00
H771	Pocket-Size Communication Display Folder	\$5.00
H300	Practice Communication Cards	\$38.00
H430	Life Experiences Communication Kit	\$61.00
H500	Food Picture Bingo	\$21.00
H900	The ICS Mini-Board	\$29.00
H901	The ICS 1" Board	\$44.00
H902	The ICS 2" Board	\$44.00

Terms and Conditions of Sale

Delivery:

Please add 15% to orders for shipping and handling. Orders under \$10.00 add \$1.50 shipping and handling. Shipping and handling rates are based on delivery in Canada. Special shipping instructions, and shipping addresses outside Canada, may cost in excess of 15%. Purchaser will be invoiced accordingly.

Payment:

Required upon receipt of invoice. Prices are in Canadian dollars, and are subject to change without notice. For your convenience we now accept payment by VISA in Canadian funds. Please see the enclosed Order Form to place an order, or contact the Easter Seal Communication Institute at 250 Ferrand Drive, Don Mills Ontario M3C 3P2 CANADA (416) 421-8377

Appendix H

Blissymbolics Communication International International Affiliates

ARGENTINA

ILE instituto de lenguaje
y education especial
Conesa 2051
1428 Buenos Aires
ARGENTINA

Marta Liberoff

ASIA-PACIFIC REGION

University of Guam
College of Education
UOG Station
Mangilao, GUAM 96913

Dr. Ronald D. Smith

AUSTRALIA

Jane Remington-Gurney
3 Inverlock Crescent
Dallas 3047
Victoria, AUSTRALIA

BRAZIL

Nadia Browning Gill
R. Desembargador Ayres
Itabaiana No. 24
Vital Brasil-Niteroi 24230
Rio de Janeiro, BRASIL

DENMARK

Bliss Kommunikation
Kongevejen 252
2830 Virum, DENMARK

Anne-Mette Freund

FINLAND

Samfundet Folkhaelsan
Topeliusgatan 20
00250 Helsingfors 25, FINLAND

Gitta Lonnqvist

Finnish Bliss Association
Sammalniementie 4F
70700 Kuopio, FINLAND

Dr. Marjatta Jaroma

FRANCE

Fondation "Les Cent Arpents"
Centre D'Etudes, Roland Houdon
45400 Saran, FRANCE

Anne Marchaux

HUNGARY

Dr. Sophia Kalman
Agnes u. 23/B
Budapest, H-1121 HUNGARY

ICELAND

The Icelandic Bliss Committee
Obervations O ech
behandlingsklin
Kjarvalshus
Saebraut 1
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Appendix I

Responsibilities of Training Associate/ Affiliate/ Associate

1. To adhere to the design, structure, and combination of Blissymbols as standardized from time to time by BCI. The sub-licensee shall use as a standard the vocabulary and representations contained in Blissymbols for Use or other material or publications as are designated by BCI from time to time.
2. To support the application and teaching of Blissymbols in ways that maintain the integrity and semantic base of the system.
3. To support a unified Blissymbolics system and vocabulary as approved of by BCI, by submitting symbols intended for any form of public distribution - in publications and teaching materials such as printed displays or stamps, on film or tape, etc. - for inspection and approval by BCI or an approved BCI monitor.
4. To share the BCI's responsibility of ensuring that the following statement is affixed on all printed publications for which the sub-licensee assumes responsibility. In the publication of others, containing Blissymbols, the sub-licensee shall use its best efforts to have the same notice affixed.

Blissymbolics used herein derived from the symbols
described in the work, *Semantography*, original copyright

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BLISSYMBOLICS COMMUNICATION INSTITUTE

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5. To support BCI approved training formats.
6. To provide information on current Blissymbol-related communication, training and teaching materials to people within the sub-licensee's geographical area.
7. To attend, as resources permit, meetings of Affiliates and Training Associates.
8. To nominate a knowledgeable person to serve as a representative of the sub-licensee's area, on the BCI International Panel on Standards for Blissymbolics.
9. To maintain an annual subscription to *Communicating Together*.
10. To pay an annual fee of \$15.00.
11. To provide to BCI, by March 31, a short description of the sub-licensee's activities for the previous year for inclusion in the BCI Annual Report.
12. To remain current through reading and conferences with regard to both Blissymbolics and the broad field of augmentative communication.
- * 13. To attend at least one Blissymbol-related presentation each year.
- * 14. To indicate, by completing Schedule A of the annual Agreement, the manner in which the sub-licensee is remaining current professionally with regard to both Blissymbolics, and the broad field of augmentative communication.

* Training Associates only.

Appendix J

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